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ABSTRACT

This report represents the results of the third biennial high school survey sent to approximately 10,400 Nevada high school seniors during the spring of 1990. Sixty-six percent of the surveys were returned, compiled, and analyzed. Among the findings of the survey are the following: (1) more seniors plan to attend school during the year following high school graduation than in 1986, while fewer plan to get a job; (2) more seniors of all income levels, grade point average, and race/ethnicity intend to pursue a college degree; (3) the most important factor in a student's selection of an institution is the availability of a particular program, followed by academic reputation of the institution; (4) 67% of students planning to continue their education prefer to attend a public institution; (5) 60% of responding seniors prefer to attend a 4-year institution, while 40% prefer a 2-year institution; and (6) seniors reported more favorable impressions of the University of Nevada System than in 1986. Appendices contain an explanation of the survey methodology, a survey response table, and a copy of the questionnaire. (GLR)

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POSTSECONDARY PLANS OF NEVADA HIGH SCHOOL SENIORS 1990

A Report of the 1990 Statewide Survey of Nevada High School Seniors

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THE UNIVERSITY OF NEVADA SYSTEM
OFFICE OF THE CHANCELLOR

OFFICE OF ACADEMIC AFFAIRS
FEBRUARY 1991

POSTSECONDARY PLANS OF NEVADA HIGH SCHOOL SENIORS, 1990

A Report on the 1990 Statewide Survey
of
Nevada High School Seniors

The University of Nevada System
Office of the Chancellor
Office of Academic Affairs

February 1991

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ACKNOWLEDGEMENTS

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EXECUTIVE SUMMARY

The University of Nevada System Chancellor's Office administered the third biennial high school survey to the population of approximately 10,400 Nevada high school seniors during the spring of 1990. Sixty-six percent of these surveys were returned to the Office of Academic Affairs, where results were compiled and analyzed. Highlights of the resulting report, Postsecondary Plans of Nevada High School Seniors, 1990, include:

Next Year Plans

- More seniors plan to attend school during the year following high school graduation than in 1986, while fewer plan to get a job.

- More seniors of all income levels, grade point average, and race/ethnicity intend to enroll in school the year following high school graduation.

Postsecondary Educational Plans

- Eighty-five percent of survey respondents intend to pursue postsecondary education sometime in the future. Of these students, 66% intend to pursue a degree, an increase of 8% over the 1986 results.

- More seniors of all income levels, grade point average, and race/ethnicity intend to pursue a college degree.

College Choice Factors

- The most important factor in a student's selection of an institution is the availability of a particular program, followed by academic reputation of the institution.

Institution of Choice

- Sixty-seven percent of students planning to continue their education prefer to attend a public institution.

- Sixty percent of responding seniors prefer to attend a four-year institution, while 40% prefer a two-year institution.

- Sixty-nine percent of students planning to continue their education plan to do so in Nevada, a rise of 6% since the 1986 survey results.

- Three-fourths (74%) of students planning to enroll in a two-year institution will attend a Nevada college.

- Two-thirds (65%) of students planning to enroll in a four-year institution will attend a Nevada college, an increase of 8% since 1986.

Student Impressions of University of Nevada System

- Seniors reported more favorable impressions of UNS than in 1986. For example, two-thirds of responding students believed that UNS campuses had high quality academic programs, compared with 60% in 1986.

IMPLICATIONS FOR UNIVERSITY OF NEVADA SYSTEM

This survey of Nevada high school seniors provides educational planners with information on students' intentions and plans beyond high school. As discussed in the following report, a comparison of results between the 1986 and 1990 surveys identifies emerging trends among seniors. These trends have important implications for the University of Nevada System.

- **The University of Nevada System can expect to serve large numbers of new students**

  According to the Western Interstate Commission for Higher Education (WICHE), the number of Nevada high school graduates is projected to increase by 60% between 1990/91 and 2000/01[1]. This is the second-largest percentage increase projected for any state. Based on survey results, approximately two-thirds of these graduating students are expected to attend a University of Nevada System campus following high school graduation.

- **The University of Nevada System can expect to serve a greater proportion of Nevada high school graduates**

  More seniors indicate that they will enroll in college immediately following high school. Larger proportions of seniors also plan to enroll in postsecondary education at some point, and more students plan to pursue a degree. Most importantly, more than two-thirds (69%) of 1990 seniors indicate they plan to remain in Nevada to attend college, compared to 63% in 1986.

- **The University of Nevada System can expect to serve a more diverse student body**

  More students, regardless of their gender, race/ethnicity, level of family income, or grade point average, plan to enroll in postsecondary education. In all cases, more students in these categories plan to attend college than in 1986.

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[1] Western Interstate Commission for Higher Education, in The Chronicle of Higher Education Almanac, September 5, 1990.

- **University of Nevada System campuses must continue to seek ways to attract more minority students**

  The proportion of minority students who plan to enroll in postsecondary education has risen since 1986. Nevada's minority high school students still do not intend to enroll in postsecondary educational programs in the same proportion as majority students, however.

- **The University of Nevada System can expect more 'A' and 'B' students to enroll in Nevada colleges**

  More than one-half (57%) of 'A' students and 70% of 'B' students plan to remain in Nevada to pursue their postsecondary education. This represents an increase of 9% in both 'A' students and 'B' students compared to 1986 survey results.

- **Although many 1990 seniors plan to attend college, large numbers are not following a college preparatory program in high school**

  Although two-thirds (66%) of seniors expect to attend college to pursue a degree, only 42% followed a college preparatory program in high school. According to research conducted by the American College Testing Corporation (ACT), the academic preparation a student receives in high school correlates strongly with college success. Their research indicates that nationally and in Nevada, students who take an academic core of high school courses score higher on the ACT assessment than their counterparts who do not take this core. These better-prepared students also earn better grades in college.

  This correlation is true across all ability levels and ethnic groups. Of 1990 Nevada high school graduates who took the ACT, 53% indicated they had taken college preparatory core courses. When examined by ethnic group, more than one-half of Asian and White students reported they had taken college core courses. In all other ethnic groups, however, less than one-half of the students took college preparatory courses.

- **The University of Nevada System can expect to continue to enroll large numbers of part-time, 'non-traditional' students**

  The majority of students worked during their senior year in high school, and most students also plan to work to help support themselves while attending college.

- **University of Nevada System campuses must continue to provide Nevada students with information about postsecondary education**

  Three-fourths of seniors who intend to pursue postsecondary education had received information about a Nevada college or university in the mail or from a counselor or recruiter during their senior year. But, one-third of students did not know if campuses provided sufficient financial aid for students who need assistance, and one-fifth did not know if UNS campuses had high quality academic programs. Campuses must provide students with information on programs of study, financial aid, and other factors important in students' selection of an institution.

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POSTSECONDARY PLANS OF NEVADA HIGH SCHOOL SENIORS, 1990

A Report on the 1990 Statewide Survey of Nevada High School Seniors

INTRODUCTION

This study, first conducted in 1986 by the University of Nevada System Chancellor's Office, is the third in a series of biennial surveys of the entire population of Nevada high school seniors. The survey is designed to provide secondary and postsecondary educational planners with information about Nevada high school seniors and their postsecondary plans. Appendix A contains a description of the survey methodology. A copy of the survey, including the number of responses to each question, is included in Appendix B of this report.

The survey was administered to the population of approximately 10,400 high school seniors, and nearly 6,900 usable responses were returned. This represents a response rate of 66%, slightly higher than the 64% obtained with the 1988 survey.

Based on survey findings, this report provides information on the demographic characteristics of 1990 seniors, their high school experiences and work experiences. Students' plans for the year following graduation are also examined, as well as their postsecondary educational plans, factors important in their choice of a postsecondary institution, and their impressions of the University of Nevada System campuses. To identify emerging trends among Nevada high school seniors, the 1990 survey results are compared to those from the 1986 and 1988 surveys, and national data, where possible. Finally, the implications of the survey findings for the University of Nevada System are discussed.

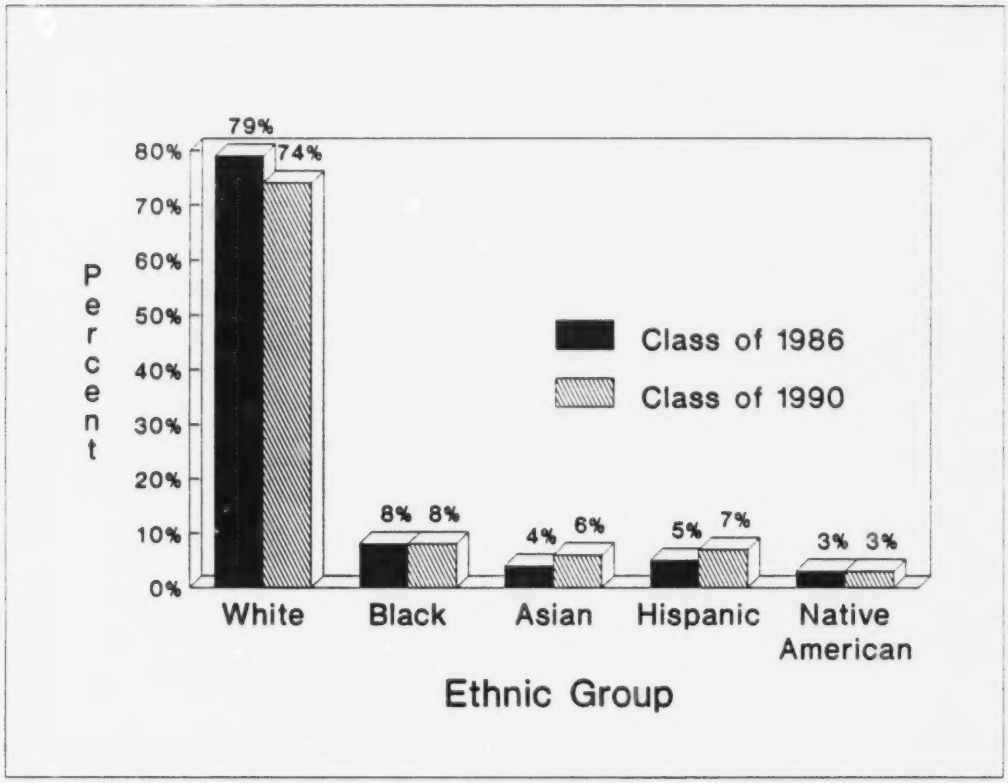
I. STUDENTS' DEMOGRAPHIC CHARACTERISTICS

The 1990 senior class is more racially diverse, but all other demographic characteristics are similar to those of previous surveys

Numerous demographic characteristics of the 1990 senior class were collected, including students' gender, age, race/ethnicity, family income, and parents' education. One-half (50%) of the survey respondents were female, 48% were male, and the remaining 2% did not specify gender. Ninety-two percent of the respondents were seventeen or eighteen years of age. In addition, 7% reported they were 19 years of age or older. These characteristics are virtually unchanged from those of the 1986 and 1988 surveys.

The race/ethnic composition of the 1990 class is more diversified than the class of 1986 but is unchanged since 1988 (Figure 1). Nearly one in four (24%) of 1990 survey respondents were members of a race/ethnic minority group. Black students represented 8% of respondents, while 7% of respondents were Hispanic, 6% were Asian, and 3% were Native American. White students composed 74% of the class, while the remaining 2% did not indicate race/ethnicity.

FIGURE 1. ETHNIC GROUPS OF NEVADA HIGH SCHOOL SENIORS



This distribution of students by race/ethnicity is consistent with the Nevada Department of Education 1989-90 Student Ethnic Distribution Figures for elementary and secondary schools. The 1990 high school senior survey contains a slightly larger proportion of Asian and Native American students and a smaller proportion of Black, Hispanic, and White students, however (Table 1).

TABLE 1. ETHNIC DISTRIBUTION OF STUDENTS

Ethnic Group	Survey Figures	NV Dept. of Ed. Figures
White	74.2%	75.6%
Black	7.5	9.2
Hispanic	7.2	9.8
Asian	5.5	3.4
Native American	3.2	2.0

More than one-half (57%) of 1990 respondents reported family income as greater than $26,000. One-fifth (20%) reported their level of family income as less than $26,000, and 22% did not know their family income. These levels are similar to those reported by 1986 and 1988 seniors.

Students also indicated similar levels of parents' education as did 1988 seniors. More than one-fourth (27%) of students' fathers and one-fifth (20%) of mothers were college graduates. Twenty-eight percent of fathers and 30% of mothers had received some college, trade or business school education. In addition, 26% of fathers and 33% of mothers were high school graduates, while 11% of fathers and 12% of mothers had not graduated from high school.

II. HIGH SCHOOL EXPERIENCES AND PROGRAM OF STUDY

HIGH SCHOOL EXPERIENCES

Four out of five high school seniors were satisfied with their high school experience.

Students were asked to rate various aspects of their high school experience, ranging from classroom instruction to preparation for college or career. Eighty percent of seniors were satisfied with their overall high school experience, while 95% of respondents rated their classroom instruction as average or better. These results are similar to the 1986 and 1988 responses concerning students' satisfaction with high school experience and classroom instruction.

Most students rated their high school as average or better in giving them assistance in planning for their future education (70%) or in planning their future career (62%). In addition, 79% of seniors rated their high school as average or better in preparing them to go to college, while only 65% rated their high school as average or better in preparing them to get a job after high school.

Based on self-reported grade point average, most students described themselves as 'B' (44%) or 'C' students (35%) students. Sixteen percent described themselves as 'A' students, 3% as 'D' students, and 1% as 'F' students.

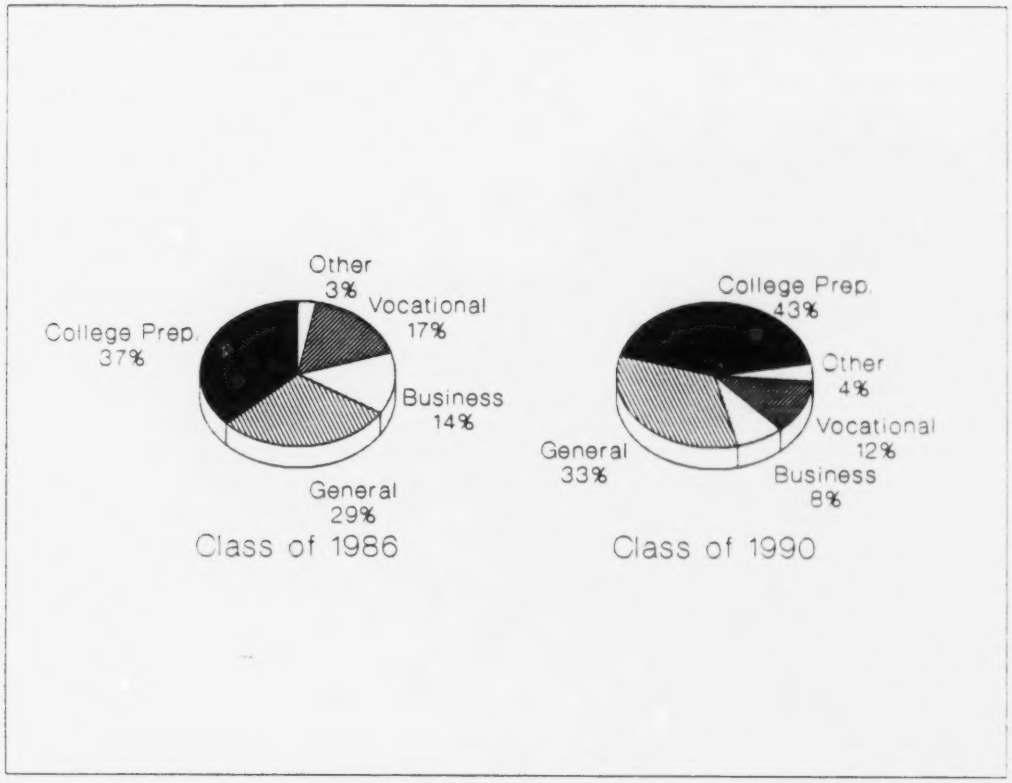
PROGRAM OF STUDY

More students are following a college preparatory high school program, and fewer are following a vocational or business program.

Seniors were asked to describe their program of high school study. Forty-three percent of the responding seniors described their high school program of study as college preparatory, while one-third (33%) described their high school courses as general. Of the remaining students, 12% indicated they followed a vocational or occupational program, 8% followed a business or commercial program, and 4% described their program as 'other'.

These results indicate that students are taking more college preparatory courses and fewer vocational or business courses. In 1986, 37% of students described their high school courses as college preparatory, compared to the current 43% (Figure 2). Meanwhile, the proportion of students following a vocational program has declined by 5% since 1986, while the share of students following a business program has decreased by 6%. Those students who described their courses as general have increased by 4% during the four-year period, however.

FIGURE 2. HIGH SCHOOL PROGRAM OF STUDY



This trend away from vocational courses is further indicated by the proportion of students who have taken vocational/occupational classes in high school. Nearly one-half (45%) of 1990 seniors had not taken any vocational/occupational classes in high school, and twenty-two percent had taken only introductory classes. Fifteen percent had taken two or less classes in one vocational area. Only 11% had taken more than two classes in one vocational area, which is the same proportion who indicated they followed a vocational program in high school.

III. STUDENTS' WORK EXPERIENCE

Three-fourths of survey respondents worked at a job during their senior year

Students were asked whether they worked during their senior year, as well as their reason for working and number of hours worked per week. Three-fourths (75%) of respondents worked during their senior year. Of these students, 7% worked 10 hours or less per week, 24% worked 11-20 hours, 26% worked 21-30 hours, and 18% worked more than 30 hours per week. These responses are similar to those received in the 1988 survey.

Of the seniors who reported working, the largest proportion (40%) indicated they used the money earned to help support themselves, followed by 35% who worked because they needed the extra spending money earned. An additional 16% saved the money earned, and 9% worked to gain experience. Although slightly more students in 1988 worked because they needed the money earned (45%), all other reasons for working are similar. Students' reasons for working compared to the number of hours worked per week are shown in Table 2.

TABLE 2. STUDENTS' REASON FOR WORKING BY NUMBER OF HOURS WORKED

Number of Hours Worked Per Week	Reason for Working			
	Needed Money	Wanted Money	Wanted Experience	Save Money
10 or Less	4.1%	14.0%	10.2%	10.2%
11 to 20	24.5	37.5	39.0	37.7
21 to 30	37.3	32.2	29.8	33.0
More than 30	34.1	16.3	21.0	19.1
Total	100.0	100.0	100.0	100.0

Students' work experience did not appear to vary greatly by gender or level of family income. Approximately three-fourths of male (75%) and female (74%) students indicated they worked some hours during their senior year. In addition, more than three-fourths of students of all levels of family income reporting working.

An analysis of students' next year plans by number of hours worked indicates that students who plan to get a job or attend school were less likely to work at all during their senior year. The largest share of students who worked some hours during their senior

year indicate they plan to raise a family or were undecided about their plans. Of those students who worked more than 30 hours per week, the majority plan to join the military or raise a family.

Fewer minority students reported working during their senior year than did White students. More than three-fourths (78%) of White students reported working some hours, compared with 72% of Hispanic students, 67% of Asian students, 66% of Black students, and 62% of Native American students. More than one-fifth of Hispanic (22%) and Black (21%) students worked more than 30 hours per week, compared to 18% of White students and 17% of Asian students.

The number of hours worked per week did appear to vary by students' self-reported grade point average, as students with higher reported grade point averages typically worked less. Only 70% of 'A' students reported working some hours during their senior year (Table 3). In contrast, 78% of 'B' students and 76% of 'C' students reported working. Students with a grade point average of 'F' worked the least, however, as only 62% of those reported working some hours.

TABLE 3. HIGH SCHOOL GRADE POINT AVERAGE BY NUMBER OF HOURS WORKED

Number of Hours Worked Per Week	High School Grade Point Average				
	A	B	C	D	F
None	30.2%	22.4%	23.6%	29.4%	38.1%
10 or Less	9.9	6.7	5.5	5.2	4.8
11 to 20	29.8	24.1	22.3	20.6	9.5
21 to 30	18.6	27.3	27.6	25.2	28.6
More than 30	11.5	19.5	21.0	19.6	19.0
Total	100.0	100.0	100.0	100.0	100.0

Students were also asked if they would have taken additional elective courses during their senior year if they had not been working. Of those seniors who worked, only 28% indicated they would have taken additional elective courses if they had not been working.

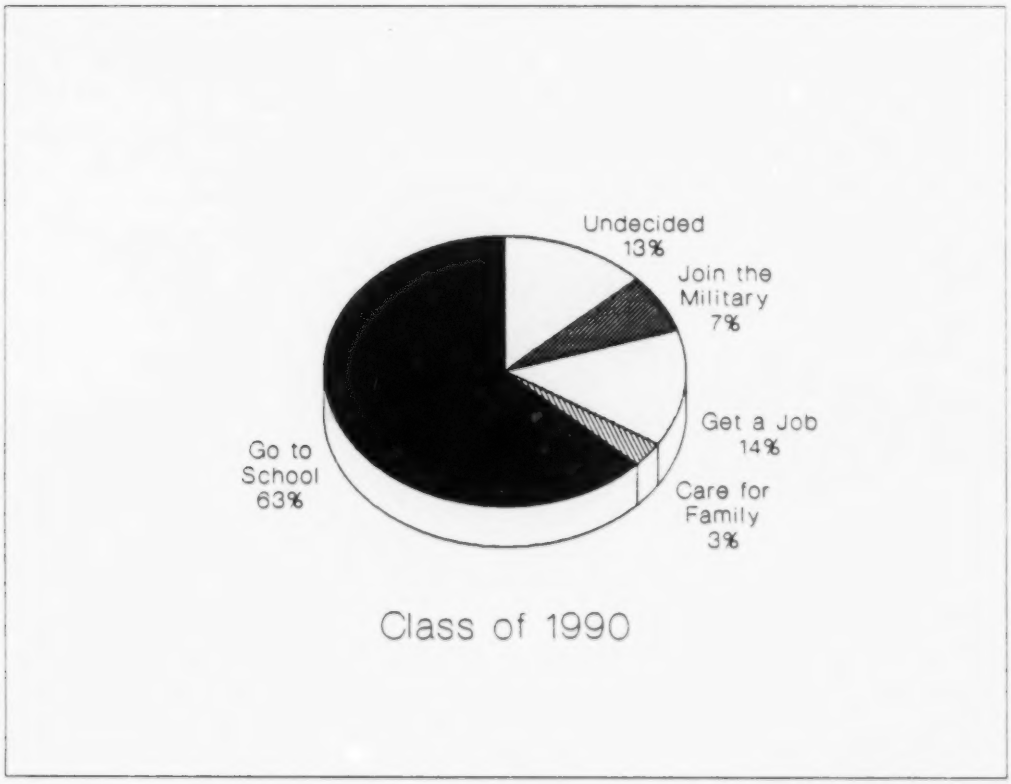
IV. STUDENTS' NEXT YEAR PLANS

More students indicated that they are likely to attend school during the year following high school graduation, and fewer thought they would get a job

All students were asked to respond to several questions about their plans for the year following high school graduation. Students were asked what they were most likely to be doing, and where they were most likely to be living. Students' next year plans are also examined by level of family income, grade point average, and race/ethnicity.

Nearly two-thirds (63%) of 1990 seniors indicated that they would most likely go to school during the year following high school graduation (Figure 3). Fourteen percent of students thought they would get a job, while 13% were unsure of their plans. The remaining students planned to join the military (7%) or care for a home or family (3%).

FIGURE 3. NEXT YEAR PLANS OF NEVADA HIGH SCHOOL SENIORS



Based on a comparison of 1986 and 1990 survey results, more students plan to attend college and fewer will seek jobs immediately after high school. Of the seniors surveyed in 1986, only 59% planned to attend school the following year, compared to the current 63%. Eighteen percent of 1986 seniors thought they would get a job, while this proportion has fallen to 14% in 1990. Thus, an additional 4% of seniors plan to attend school and 4% fewer plan to seek a job immediately following high school.

When compared with national data, these figures indicate that more Nevada seniors plan to attend college immediately after high school than the national average. U.S. Department of Labor statistics indicate that 60% of 1989 high school graduates were enrolled in college during fall 1989.

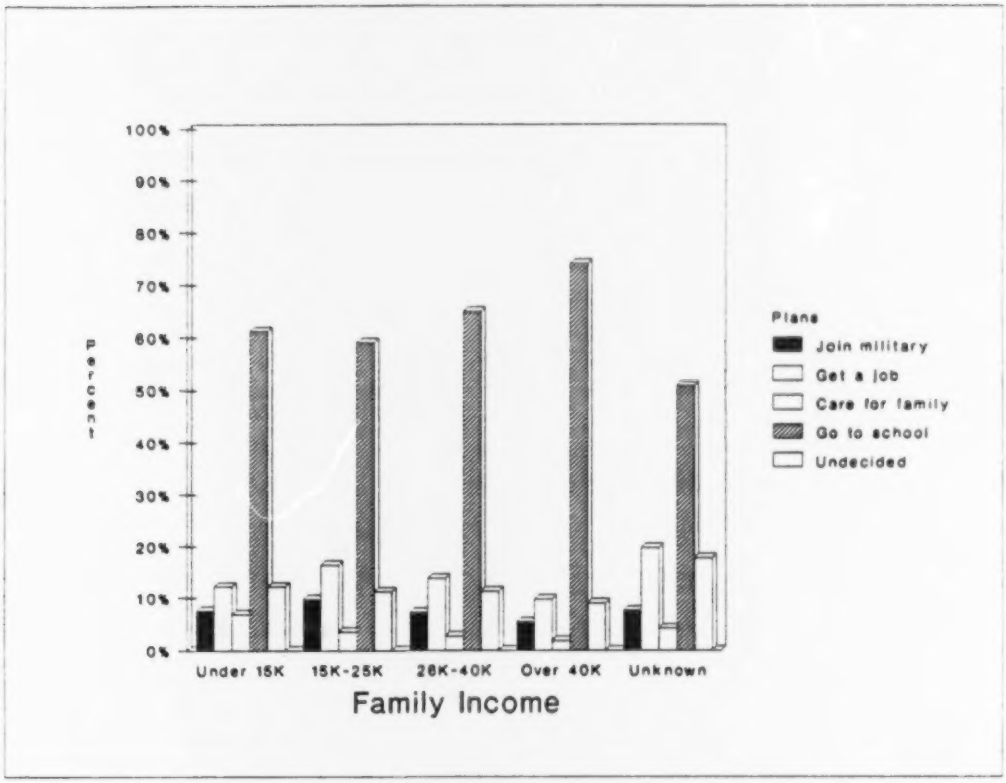
NEXT YEAR PLANS BY FAMILY INCOME LEVEL

More 1990 seniors from 'middle-income' families plan to attend college immediately following high school than during 1986

Students' immediate postsecondary plans were compared with level of family income. The proportion of students who plan to go to school the following year rises as family income rises. Nearly three-fourths (74%) of students with family income greater than $40,000 intend to attend college the following year (Figure 4). Of those students with family income under $15,000, 61% plan to attend immediately, as well as 65% of those with income of $26,000-$40,000. Fewer students of all income levels also plan to enter the military or get a job the following year. But, the percentage of students who are undecided about their next year plans has increased slightly for all income levels.

Although more students from higher income families plan to attend college immediately after high school, more seniors from lower income levels plan to attend school immediately than did in 1986. Since 1986, the share of seniors with family income less than $15,000 who plan to attend school the following year has risen by 7%. The proportions of students from families with incomes of $15-25,000 and $26-40,000 who will go to school have increased by 5% each. In contrast, the percentage of students with income over $40,000 who will attend school has increased by just 2%.

FIGURE 4. NEXT YEAR PLANS BY LEVEL OF FAMILY INCOME

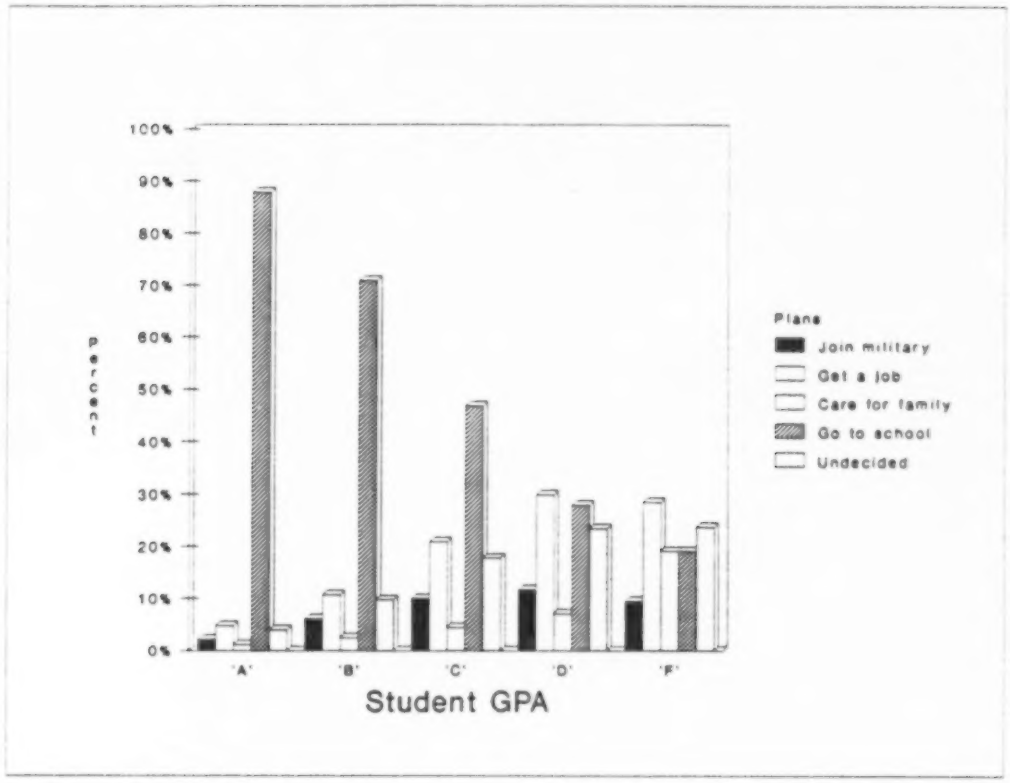


NEXT YEAR PLANS BY GRADE POINT AVERAGE

More students of all gpa levels plan to attend college immediately following high school

Students' next-year intentions were also examined by self-reported grade point average. As with income, grade point average appears to be related to students' next year plans. The higher the gpa, the more likely a student will attend college immediately; the lower the gpa, the more likely a student will work or make other plans (Figure 5). Of 'A' students, 88% plan to enter school next year, while 71% of 'B' and 47% of 'C' students plan to attend school next year. Conversely, 5% of 'A' students intend to work next year, while nearly one-third of 'D' and 'F' students plan to work.

FIGURE 5. NEXT YEAR PLANS BY HIGH SCHOOL GRADE POINT AVERAGE

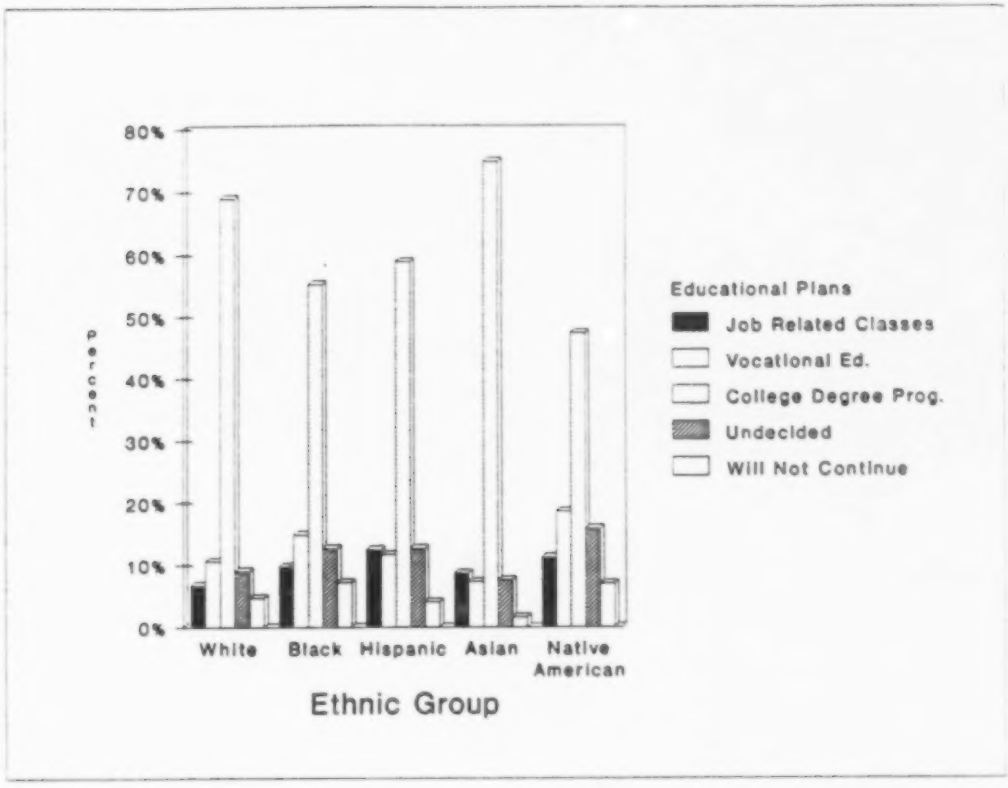


NEXT YEAR PLANS BY RACE/ETHNICITY

More students of all race/ethnic groups plan to attend college immediately after high school

More than one-half of students of all race/ethnic groups intend to enroll in school the year following high school graduation. Seventy-three percent of Asian students, 65% of White students, 52% of Native American students, 57% of Hispanic students, and 54% of Black students intend to enroll in school the year following graduation (Figure 6). Black students are more likely to join the military (12%) or work (20%) than their counterparts, while Native Americans are more likely to work (18%) or care for home/family (7%). Both Hispanic and Native Americans appear to be more undecided than their counterparts (15%) about their plans immediately following graduation.

FIGURE 6. NEXT YEAR PLANS BY RACE/ETHNICITY



NEXT YEAR RESIDENCY

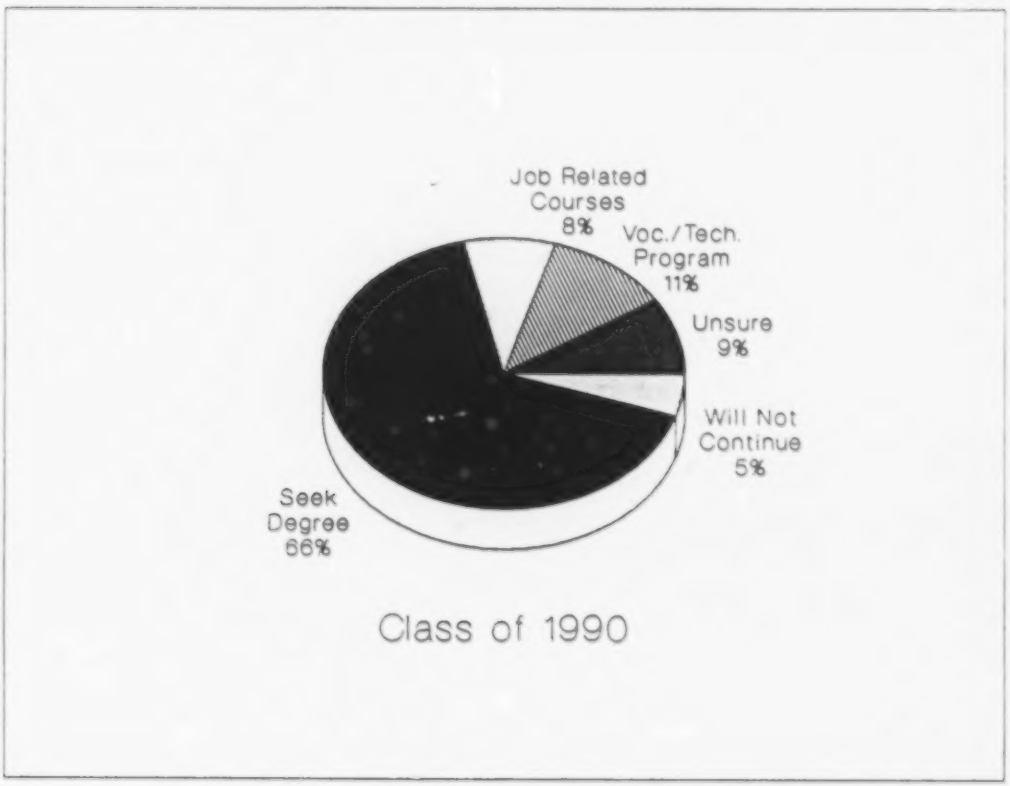
Following high school graduation, most seniors (60%) expect to live in Nevada. Twenty-seven percent expect to live in the western region of the country, with nearly half of these indicating California. An additional 12% plan to live in other regions of the country. Since 1986, the proportion of students who expect to live in Nevada immediately following graduation has risen by 4%, and the share who plan to live in California has decreased by 5%.

V. POSTSECONDARY EDUCATIONAL PLANS

More students intend to enroll in college and pursue a degree after high school

In addition to their next year plans, all students were asked if they expected to continue their education at any time after high school. Two-thirds (66%) of students expected to attend college in pursuit of a degree sometime in the future (Figure 7). Eleven percent of 1990 seniors planned to complete a vocational or technical program, 9% were unsure of their future educational plans, and 8% expected to take job-related or self-improvement courses. Only 5% of students indicated that they did not expect to continue their education after high school. This was the only group not asked any further questions.

FIGURE 7. LONG-TERM EDUCATIONAL PLANS OF NEVADA HIGH SCHOOL SENIORS



Thus, 85% of 1990 seniors plan to pursue further education at some time following high school, compared to 82% in 1986. Since 1986, the proportion of students who plan to attend college to pursue a degree has risen by 8%, while those who expect to enroll in vocational or technical programs has decreased by 4%.

Students who plan to continue their education following high school made that decision early. More than one-half (54%) reported making that decision during their freshman year or earlier, nearly one-fourth (23%) decided in their sophomore or junior year, and 16% decided during their senior year.

Nearly two-thirds (64%) of those students who plan to continue their education had taken a college entrance exam. One-fourth (25%) had taken only the ACT, 27% had taken both the SAT and ACT, 10% had taken only the SAT, and 2% had taken other exams.

Most students (86%) expected to work to help fund their postsecondary education. Three-fourths (76%) expected their parents or other relatives to help fund their education, and 67% expected some assistance from grants, scholarships, or loans.

Seniors were asked where they would prefer to attend college, if all other factors such as cost, academic reputation, and availability of program of study were equal. Thirty-nine percent of students indicated that if all other factors were equal, they would prefer to attend college in Nevada, while 43% would prefer to attend in another state. This represents a 4% increase since 1986 in the number of students who would prefer to remain in Nevada to pursue their postsecondary education. Eighteen percent did not know where they preferred to attend.

Students were asked where they plan to live upon completion of their postsecondary education. Of those students who plan to pursue some type of postsecondary education, one-fourth (25%) indicated their choice of residence was Nevada. Thirty-eight percent planned to live in another state, and 37% were unsure where they would live.

Students planning to pursue postsecondary education were also asked if they had received information about a Nevada college or university in the mail or from a counselor or recruiter during their senior year. More than three-fourths (77%) indicated they had received such information, while 19% did not, and 4% did not know. In addition, 92% of 'A' students, 82% of 'B' students, and 71% of 'C' students had received information about a Nevada school.

Students' long-range postsecondary plans were also examined by gender, family income, grade point average, and race/ethnicity. A comparison of students' postsecondary educational plans by these demographic characteristics reveals differences between groups of students, as discussed below.

EDUCATIONAL PLANS BY FAMILY INCOME

As family income increased, students were more likely to plan to attend college in pursuit of a degree and less likely to take job-related or vocational classes. The proportion of students who were undecided about their plans decreased as family income increased as well (Table 4).

TABLE 4. LEVEL OF FAMILY INCOME BY EDUCATIONAL PLANS

Type of Education Planned	Level of Family Income (x $1,000)			
	Under 15	15-25	26-40	Over 40
Job Related/ Self Improvement	9.3%	8.2%	7.5%	5.0%
Vocational	13.9	12.5	11.7	8.3
College Degree	62.2	65.0	68.2	77.0
Undecided	10.9	9.8	9.0	5.7
None	3.7	4.5	3.6	4.0
Total	100.0	100.0	100.0	100.0

Regardless of family income, however, more students plan to pursue a college degree than in 1986. The largest increase occurred among those students with annual family income less than $15,000, as an additional 13% of 1990 seniors indicated that they plan to pursue a degree compared to 1986. The share of students with family income of $15-25,000 per year who plan to pursue a degree rose by 10% between 1986 and 1990. Students with income of $26,000-$40,000 planning to pursue a degree increased by 9%, while those with income of $40,000 or greater rose just 4%.

EDUCATIONAL PLANS BY GRADE POINT AVERAGE

The majority of those students planning to continue their education in the future, regardless of grade point average, plan to attend college and pursue a degree (Table 5). Those seniors with higher gpa's do plan to attend in higher proportions, however, as 91% of 'A' and 74% of 'B' students planned to pursue a college degree. In contrast, only 50% of 'C' students planned to pursue a college degree, followed by 31% of 'D' students and 21% of 'F' students. Students with lower gpa's intend to enroll in job-related or vocational courses in greater proportions than students with higher gpa's, however.

TABLE 5. GRADE POINT AVERAGE BY EDUCATIONAL PLANS

Type of Education Planned	Grade Point Average			
	A	B	C	D
Job Related/ Self Improvement	2.3%	6.2%	11.1%	16.1%
Vocational	3.9	9.7	15.7	17.7
College Degree	90.8	74.0	49.8	31.3
Undecided	1.2	3.3	7.2	14.1
None	1.8	6.8	16.2	20.8
Total	100.0	100.0	100.0	100.0

Since 1986, the percentage of students of all gpa levels intending to pursue a college degree has increased. The proportion of 'A' students has risen by 5%, while 'B' students have increased 7%, 'C' students 10% and 'D' students 8%. The share of 'C' and 'D' students who do *not* intend to pursue postsecondary education has also increased over the four-year period (by 6% and 3%, respectively), however.

EDUCATIONAL PLANS BY GENDER AND RACE/ETHNICITY

Analysis of future educational plans by gender indicates that men were less likely than women to attend college to pursue a degree (64% vs. 70%). Men were also more likely to enter a vocational or technical program (12% vs 10%), or not to continue their education at all (6% vs 3%).

With the exception of Asian students, greater proportions of minorities plan to enroll in vocational/technical programs or complete job-related courses. Nineteen percent of Native American students intend to enter a vocational program, followed by 15% of Black students and 12% of Hispanic students (Table 6). In contrast, only 7% of Asian students and 11% of White students plan to take vocational courses. In addition, minority students were generally under-represented in the group planning to seek a college degree. But, a greater proportion of *all* students in 1990, regardless of race, intended to enroll in a postsecondary program to pursue a degree than in 1986. The proportion of Hispanic students planning to pursue a degree rose 17% over the four-year period, while the share of Native American students planning to pursue a degree increased by 12%. An additional 12% of Asian students, 9% of Black students, and 8% of white students also intended to pursue a degree in 1990 than did in 1986.

TABLE 6. RACE/ETHNICITY BY EDUCATIONAL PLANS

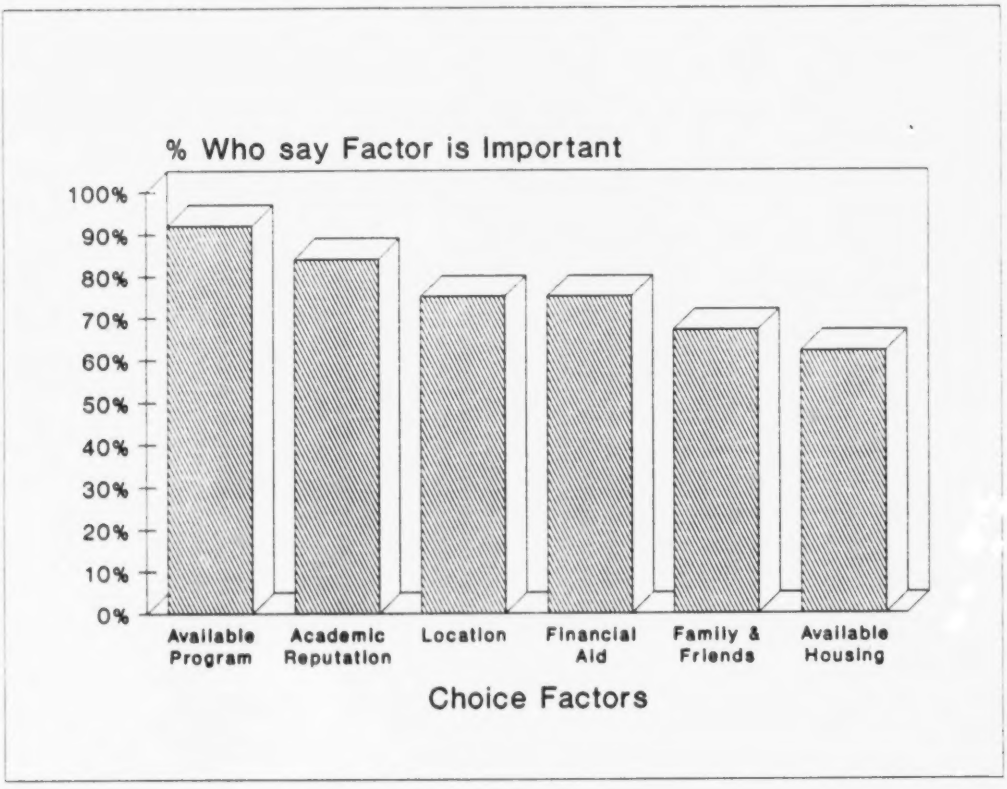
Type of Education Planned	RACE/ETHNICITY				
	Asian	Black	Hispanic	Native American	White
Job Related/ Self Improvement	8.7%	9.8%	12.5%	11.2%	6.7%
Vocational	7.3	14.9	11.7	18.6	10.6
College Degree	74.8	55.4	59.0	47.4	69.0
Undecided	7.6	12.7	12.7	15.8	9.0
None	1.6	7.2	4.1	7.0	4.7
Total	100.0	100.0	100.0	100.0	100.0

VI. COLLEGE CHOICE FACTORS

The availability of a particular program was the most important factor in a student's selection of an institution

Students were asked to rate six college choice factors that may have influenced their selection of a postsecondary institution. Each factor was rated on a scale ranging from 'very important' to 'not important' to 'did not consider'. The student ranking of these factors did not vary considerably between the 1986 and 1990 surveys. The single most important choice factor for students was the availability of a particular program of study, considered important for 92% of students (Figure 8). Academic reputation of the institution was ranked as important for 84% of students, followed by geographic location (75%), availability of financial aid or scholarships (75%), influence of family and friends (67%), and type of housing available (62%).

FIGURE 8. FACTORS INFLUENCING CHOICE OF INSTITUTION



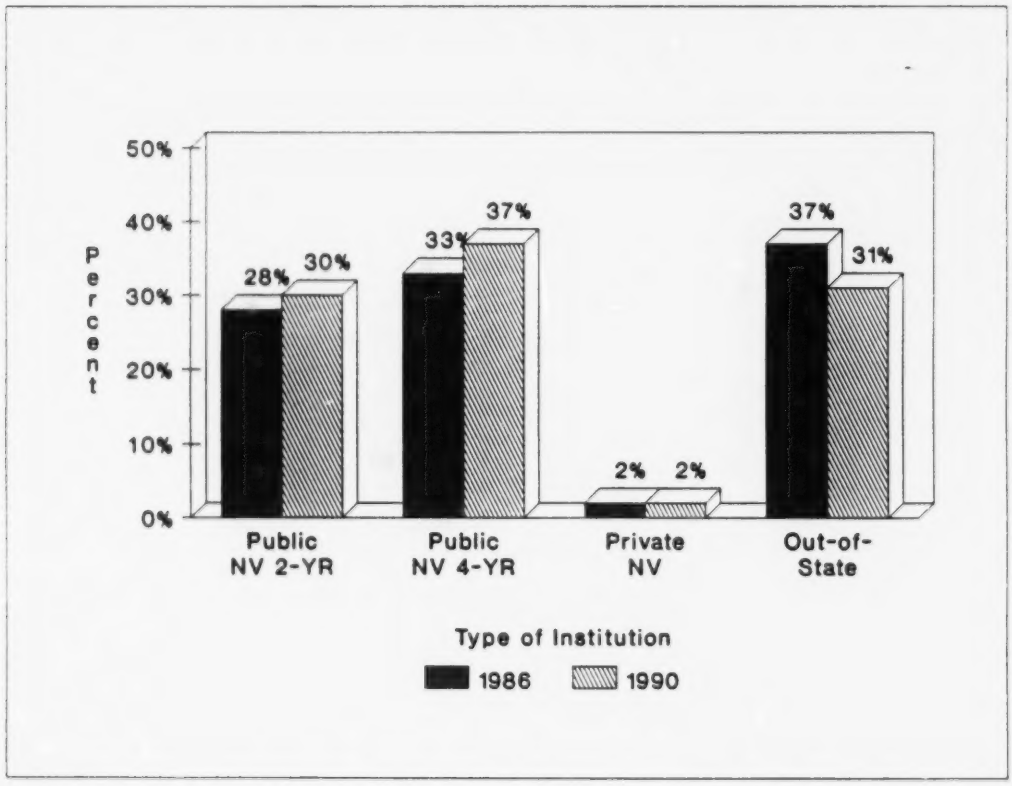
VII. INSTITUTION OF CHOICE

More students expect to attend Nevada colleges, and more 'A' and 'B' students intend to remain in Nevada to pursue postsecondary education

Students were asked what type of postsecondary institution they prefer to attend, and where they prefer to attend. The majority (67%) of 1990 high school seniors who plan to continue their education preferred to attend a public college or university rather than a private one. Approximately 40% intended to enroll in a 2-year or community college, and 60% planned to enroll at 4-year school.

Sixty-nine percent of all students planning to continue their education expect to do so in Nevada. Of this group, one-third (30%) plan to enroll in two-year Nevada institutions, while 37% will attend four-year Nevada public universities, and 2% will enroll in private Nevada schools (Figure 9). The remaining 31% of students planning to continue their education intend to leave the state. *This represents 6% fewer students who plan to leave Nevada to pursue their postsecondary education than in 1986.*

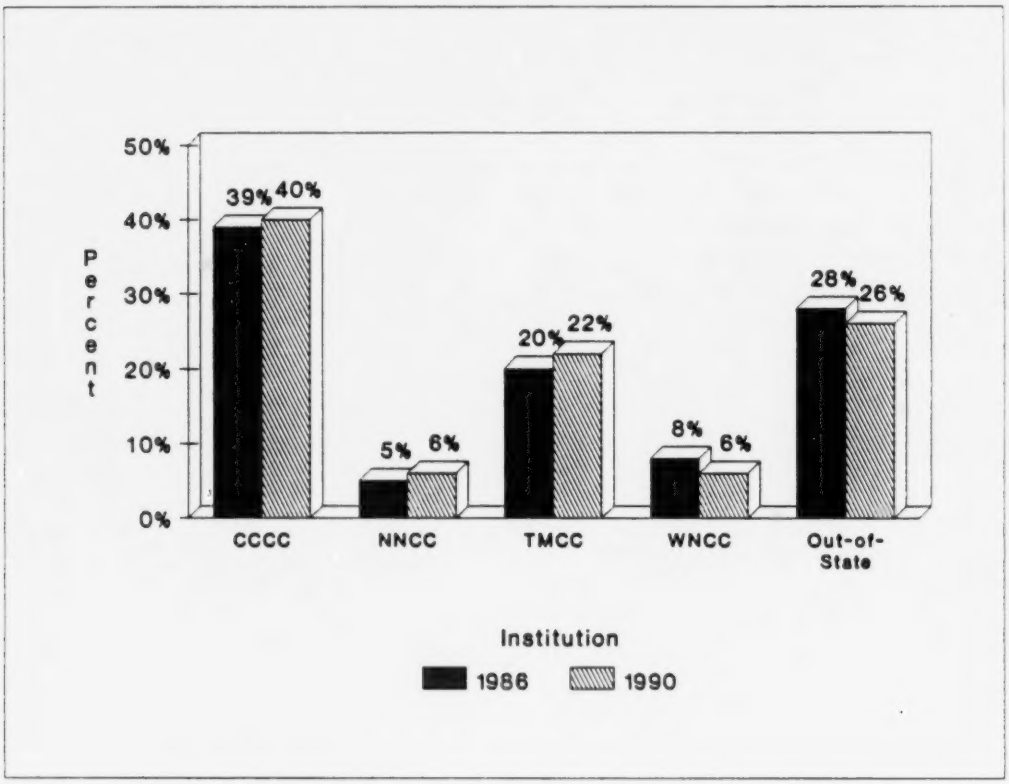
FIGURE 9. INSTITUTION OF CHOICE



TWO-YEAR INSTITUTION OF CHOICE

Nearly three-fourths (74%) of the students planning to enroll in a two-year college will do so in Nevada. Forty percent of the students planning to attend a two-year school expected to do so at Clark County Community College (CCCC), 22% at Truckee Meadows Community College (TMCC), 6% at Western Nevada Community College (WNCC), and 5% at Northern Nevada Community College (NNCC). The remaining one-fourth (26%) of students plan to enroll in an out-of-state two-year college. These enrollment patterns are similar to those identified in 1986 as well (Figure 10).

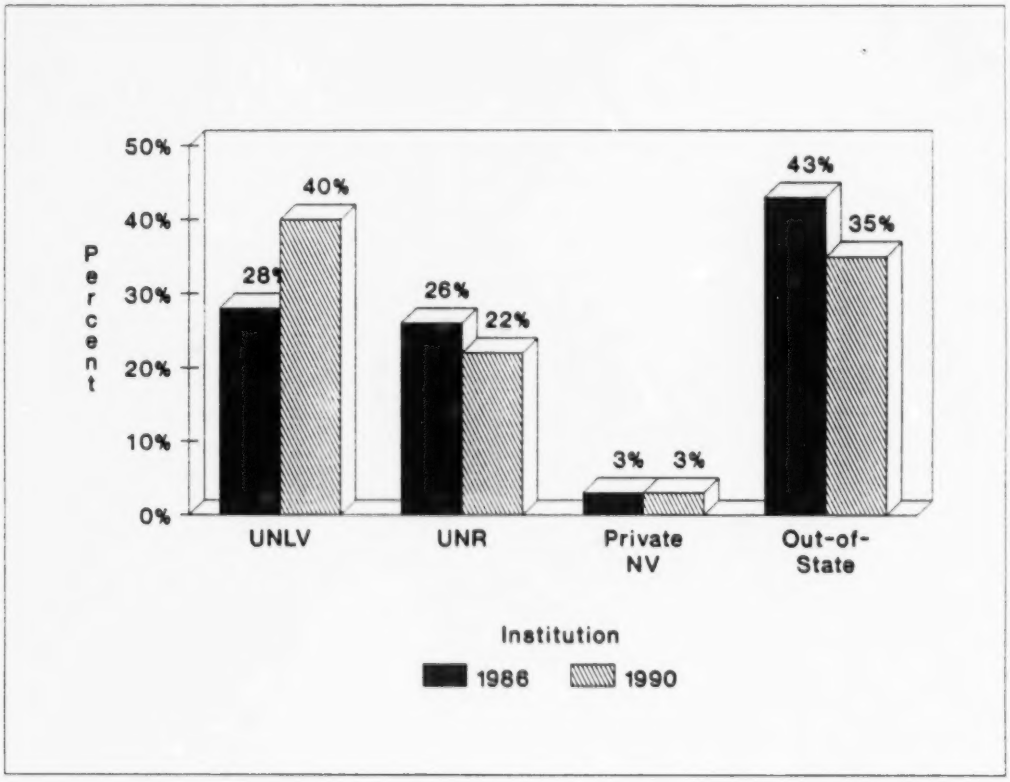
FIGURE 10. TWO-YEAR INSTITUTION OF CHOICE



FOUR-YEAR INSTITUTION OF CHOICE

Of the students who plan to attend a four-year college, 65% intend to do so in Nevada. Of these, 40% plan to enroll at the University of Nevada, Las Vegas (UNLV), 22% at the University of Nevada, Reno (UNR), and 3% at private Nevada colleges (Figure 11). The remaining one-third (35%) of students plan to enroll at out-of-state colleges. *Since 1986, the proportion of students who intend to leave Nevada to attend a four-year college has decreased by 8%.*

FIGURE 11. FOUR-YEAR INSTITUTION OF CHOICE



CHOICE BY GPA

More than one-half (57%) of 'A' students intend to remain in Nevada to pursue their postsecondary education, compared with only 48% in 1986. Seventy percent of 'B' students and 73% of 'C' students also plan to attend school in Nevada, versus 64% and 73%, respectively, in 1986.

Nearly three-fourths (72%) of 'A' students who expect to enroll in two-year colleges will remain in Nevada. In addition, 74% of 'B' and 75% of 'C' students who plan to attend a two-year college will enroll in Nevada's two-year colleges. The proportions of 'A' and 'B' students who intend to leave Nevada to enroll in a two-year institution have decreased by 1% and 2%, respectively, since 1986.

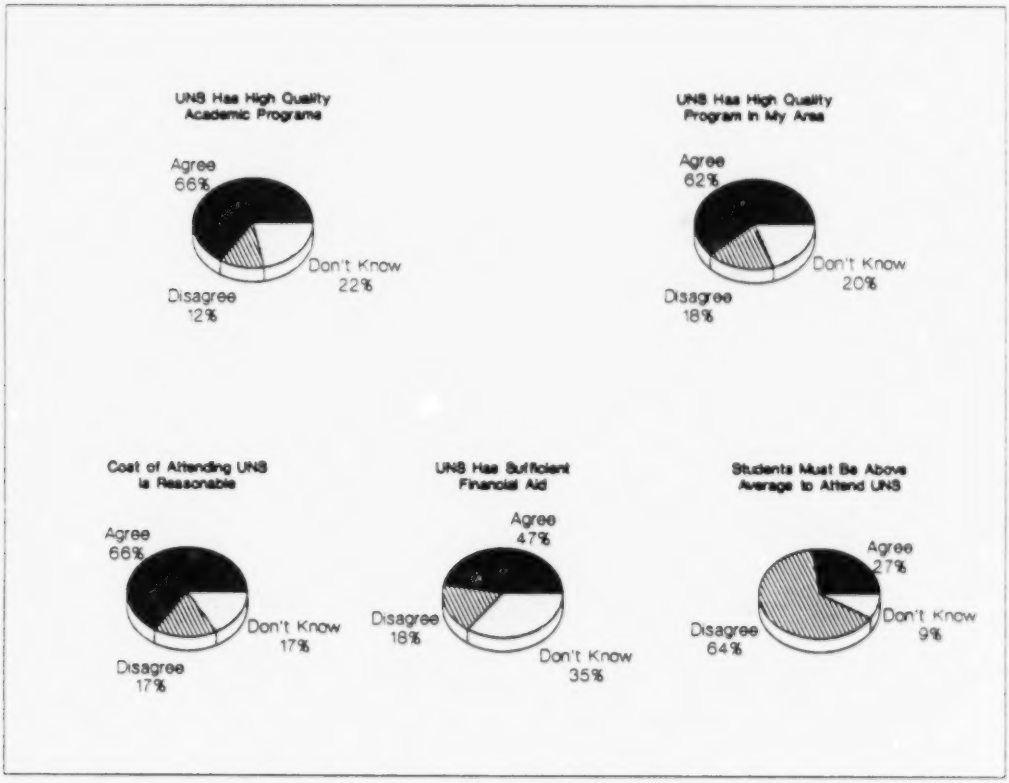
The proportion of 'A' and 'B' students who intend to leave Nevada to enroll in a four-year institution has also declined since 1986. Approximately one-half (52%) of 'A' students who will attend a four-year school will stay in Nevada. *This represents a 10% increase in the proportion of 'A' students who plan to remain in Nevada four-year schools since 1986.* The share of 'B' students who plan to remain in Nevada to attend four-year schools have increased by 10% to 68%, while the proportion of 'C' students intending to remain in state has increased by 7% to 71% since 1986.

VIII. STUDENT IMPRESSIONS OF UNS

1990 seniors have more favorable responses about UNS than did 1986 seniors

Students were asked to indicate their level of agreement with five statements about University of Nevada System (UNS) campuses. In general, most seniors reported positive impressions of UNS campuses. Two-thirds of students (66%) thought the cost of attending a UNS institution was reasonable (Figure 12). Nearly one-half (47%) thought sufficient financial aid was available for students who needed assistance. Approximately one-fourth (27%) thought students must be above average to be admitted to UNLV and UNR, up slightly from 23% in 1986.

FIGURE 12. STUDENT IMPRESSIONS OF UNS



Two-thirds of responding students (66%) also believed that UNS campuses had high quality academic programs, compared with just 60% in 1986. Sixty-two percent thought at least one campus had a high quality program in their intended subject area, also an increase from 56% in 1986.

A relatively large proportion of students responded they 'Don't Know' to these statements about UNS. One-third (35%) of students did not know if campuses provided sufficient financial aid for students who need assistance. Approximately one-fifth of responding seniors did not know if UNS campuses had high quality academic programs (22%) or did not know if at least one campus had a high quality program in their intended subject area (20%). An additional 9% did not know if students must be above average to be admitted to UNR or UNLV.

APPENDIX A. METHODOLOGY

APPENDIX A. METHODOLOGY

This study is the third in a series of biennial surveys of the entire population of Nevada high school seniors. The survey questionnaire consisted of forty-three questions that addressed six areas: demographic characteristics of Nevada high school seniors; evaluation of high school experiences; work experience; postsecondary plans; factors important to the choice of a college or postsecondary institution; and impressions of the University of Nevada System.

The survey, with the number of responses to each question, is included in Appendix B of this report. This questionnaire is similar to the 1988 survey of Nevada high school seniors. Several new questions regarding high school experiences were added to obtain more detailed responses, however. Two new questions were also added to learn more about students' interest in vocational courses and college recruiting strategies.

Prior to the distribution of the questionnaire, the superintendent of public instruction contacted each district superintendent, and each high school principal, to request their participation in the study. Following this notification, survey forms were mailed directly to all public high schools and private schools identified by the Nevada Department of Education which enrolled twelfth grade students. Each school was sent one form for each anticipated graduate. The number of graduates was estimated using preliminary enrollment figures provided by the State Department of Education and was later confirmed by contacting individual schools.

Each school was asked to administer the survey to all seniors in April and May 1990. The questionnaire could be given in one class period; the suggested time was twenty-five minutes. Students were instructed to select only one answer for each item and to leave an item blank if they did not know the answer. Consequently, response rates may vary for each question. All students were instructed to answer the first twenty-one questions concerning demographics, opinions about high school, work experience, and postsecondary plans. Students who did not expect to pursue some form of postsecondary education (approximately 5% of the population-see Question 21, Appendix B) were instructed not to answer the final twenty-two questions, which concern factors influencing choice of college and impressions of the University of Nevada System campuses. Therefore, any discussion in this study of questions 22 through 43 is based only on the replies of students who plan to pursue some form of postsecondary education.

Students' replies were recorded on standard scantron sheets and returned to the University of Nevada System, Office of Academic Affairs. Personnel in the high schools indicated that they attempted to administer the questionnaire to all seniors rather than any particular subgroup (e.g. college bound seniors) and that the questionnaire was usually administered during government classes. All completed forms were scanned mechanically and summary statistics were computed. This report is the result of the analysis of the responses of nearly 6,900 high school seniors.

APPENDIX B. SURVEY RESPONSE

APPENDIX B. SURVEY RESPONSE

The Chancellor's Office surveyed the population of high school seniors and 6,894 completed forms were returned to the Office of Academic Affairs. This represents 66% of the approximately 10,400 registered seniors reported in April 1990 by the State Department of Education and verified with each of the high schools. This response rate is slightly higher than the 64% obtained with the 1988 survey.

Response rates were calculated for each school district and are reported in Table 7. District response rates varied from 64% to a high of 100% in Eureka School District, while one school district was unable to administer the survey.

TABLE 7. SURVEY RESPONSE RATE BY DISTRICT

District	Percent Response	District	Percent Response
Carson	77%	Lincoln	86%
Churchill	79	Lyon	75
Clark	64	Mineral	76
Douglas	79	Nye	71
Elko	78	Pershing	0
Eureka	100	Storey	73
Humboldt	78	Washoe	65
Lander	85	White Pine	76

NEVADA HIGH SCHOOL SENIOR SURVEY

This survey of seniors asks about your impressions of your high school, and also about what you intend to do the first year after your graduation from high school. The survey has been developed by the University of Nevada System in cooperation with the Nevada Department of Education. The results of this survey will be used to better meet the educational needs of Nevada high school graduates.

Everyone should answer questions 1 - 21. Students planning to continue any organized education, or training beyond high school, should also complete questions 22 - 43.

Please try to answer all questions. If you cannot answer a question, leave it blank and go on to the next question. Place your answers on the answer sheet provided, not on the survey form. Use a #2 soft lead pencil to fill in the space corresponding to your answer. If you wish to change your response to an item, erase your first mark completely and then blacken the correct space. Select only one response for each question.

Please do not identify yourself on either the survey or the answer sheet. Place only your high school code on the answer sheet. Your individual responses will be kept confidential. Thank you for your help.

1) What is your age?

37	(1%)	A) 16 or under
2,362	(34%)	B) 17
3,993	(58%)	C) 18
455	(7%)	D) 19 or over
47	(0%)	E) Did not respond

2) What is your sex?

3,335	(48%)	A) Male
3,415	(50%)	B) Female
144	(2%)	C) Did not respond

3) How do you describe yourself? (Choose only one)

517	(8%)	A) Afro-American/Black
219	(3%)	B) American Indian, Alaskan Native
5,112	(74%)	C) Caucasian/White
498	(7%)	D) Hispanic
378	(6%)	E) Asian-American, Oriental, Pacific Islander
170	(2%)	F) Did not respond

4) What is the highest level of education completed by your father or male guardian? (If you do not know, leave blank)

750	(11%)	A) Less than a high school diploma
1,790	(26%)	B) A high school diploma
1,960	(28%)	C) Some college, business, or trade school
804	(12%)	D) Bachelor's degree
1,015	(15%)	E) Graduate or professional degree
575	(8%)	F) Did not respond

5) What is the highest level of education completed by your mother or female guardian? (If you do not know, leave blank)

815	(12%)	A) Less than a high school diploma
2,302	(33%)	B) A high school diploma
2,085	(30%)	C) Some college, business, or trade school
672	(10%)	D) Bachelor's degree
660	(10%)	E) Graduate or professional degree
360	(5%)	F) Did not respond

6) Which of the following best describes the program of high school courses that you took?

575	(8%)	A) Business or commercial
791	(11%)	B) Vocational - occupational
2,921	(42%)	C) College preparatory
2,266	(33%)	D) General
250	(4%)	E) Other
91	(2%)	F) Did not respond

7) Which of the following is closest to your overall high school grade average?

1,136	(16%)	A) A
3,051	(44%)	B) B
2,428	(35%)	C) C
200	(3%)	D) D
23	(1%)	E) F
56	(1%)	F) Did not respond

8) Which category best describes your total family income?

388	(6%)	A) Under $15,000 per year
939	(14%)	B) Between $15,000 and $25,000 per year
1,657	(24%)	C) Between $26,000 and $40,000 per year
2,260	(33%)	D) Over $40,000 per year
1,530	(22%)	E) Don't know
120	(2%)	F) Did not respond

Questions 9 - 14 ask you to rate your high school experience. Please try to be honest and fair; answer in terms of your own experience or observations and not in terms of what you may have heard from other students.

9) How do you rate your overall satisfaction with your high school experience?

517	(7%)	A) Exceptionally well satisfied
1,413	(20%)	B) More than adequately satisfied
3,638	(53%)	C) Adequately satisfied
1,016	(15%)	D) Less than adequately satisfied
273	(4%)	E) Very poorly satisfied
37	(1%)	F) Did not respond

10) How do you rate your classroom instruction?

457	(7%)	A) Exceptional
2,909	(42%)	B) Good, above average
3,157	(46%)	C) Average
311	(4%)	D) Poor
60	(1%)	E) Did not respond

11) How do you rate your high school at giving you assistance in planning for your future education?

445	(6%)	A) Exceptional
1,667	(24%)	B) Good, above average
2,750	(40%)	C) Average
1,795	(26%)	D) Poor
158	(2%)	E) Not applicable
79	(2%)	F) Did not respond

12) How do you rate your high school at giving you assistance in planning your future career?

330	(5%)	A) Exceptional
1,270	(18%)	B) Good, above average
2,706	(39%)	C) Average
2,273	(33%)	D) Poor
254	(4%)	E) Not applicable
61	(1%)	F) Did not respond

13) How do you rate your high school at preparing you to go to college?

477	(7%)	A) Exceptional
1,897	(27%)	B) Good, above average
3,081	(45%)	C) Average
1,215	(18%)	D) Poor
178	(2%)	E) Not applicable
46	(1%)	F) Did not respond

14) How do you rate your high school at preparing you to get a job after high school?

333	(5%)	A) Exceptional
1,184	(17%)	B) Good, above average
2,993	(43%)	C) Average
1,848	(27%)	D) Poor
468	(7%)	E) Not applicable
68	(1%)	F) Did not respond

15) Have you taken any vocational/occupational classes in high school?

3,074	(45%)	A) No
1,539	(22%)	B) Yes, I have taken only introductory vocational classes
1,013	(15%)	C) Yes, I have taken some advanced vocational classes, but not more than 2 classes in any one vocational area
759	(11%)	D) Yes, I have taken advanced vocational classes, and have taken more than 2 classes in any one vocational area
423	(6%)	E) Don't know
86	(1%)	F) Did not respond

16) Did you work at a job during your senior year in high school?

1,655	(24%)	A) No
465	(7%)	B) Yes, less than 10 hours a week
1,659	(24%)	C) Yes, 11-20 hours a week
1,756	(26%)	D) Yes, 21-30 hours a week
1,268	(18%)	E) Yes, more than 30 hours a week
91	(1%)	F) Did not respond

17) If you had not been working at a job, would you have taken additional elective courses this year?

1,384	(20%)	A) This questions doesn't apply to me; I did not work
1,489	(22%)	B) Yes, I would have taken additional elective courses
3,838	(56%)	C) No, I would not have taken additional elective courses
183	(2%)	D) Did not respond

18) Why did you work at a job during your senior year?

2,087	(30%)	A) I used the money earned to help support myself
819	(12%)	B) I saved the money I earned
1,777	(26%)	C) I needed the extra spending money
484	(7%)	D) I wanted the work experience
1,591	(23%)	E) I did not work
136	(2%)	F) Did not respond

19) What are you most likely to do next year?

471	(7%)	A) Join the military
950	(14%)	B) Get a job
213	(3%)	C) Care for a home and/or family
4,311	(63%)	D) Go to school
819	(12%)	E) Undecided, or other
130	(1%)	F) Did not respond

20) Where are you most likely to be living next year?

4,160	(60%)	A) Nevada
795	(12%)	B) California
758	(11%)	C) Utah, Arizona, Idaho, or Oregon
249	(4%)	D) Another Western state
845	(12%)	E) Other
87	(1%)	F) Did not respond

21) Do you expect to continue your education after high school?

516	(8%)	A) Yes, I expect to take a few job-related or self-improvement courses
758	(11%)	B) Yes, I expect to complete a vocational or technical program
4,520	(66%)	C) Yes, I expect to attend college and pursue a degree
660	(9%)	D) Not sure
319	(5%)	E) No, I do not expect to continue my education
121	(1%)	F) Did not respond

If you chose answer "E" to question 21, you have completed the survey. Thank you.

If you chose answer "A", "B", "C", or "D" to question #21, please continue with questions 22 - 43.

22) Which type of school do you prefer to attend?

4,210	(61%)	A) A public university, college, or community college
787	(11%)	B) A private university, college, or community college
671	(10%)	C) A vocational-technical school
228	(3%)	D) Other
402	(6%)	E) No real preference
596	(9%)	F) Did not respond

23) When did you decide to continue your education after high school?

3,366	(49%)	A) 9th grade or earlier
648	(9%)	B) 10th grade
808	(12%)	C) 11th grade
986	(14%)	D) 12th grade
453	(7%)	E) Other
633	(9%)	F) Did not respond

24) If you plan to attend a 4-year college or university, which institution will you most likely attend? (If you do not plan to attend a 4-year college or university, leave blank)

2,008	(29%)	A) University of Nevada, Las Vegas
1,075	(16%)	B) University of Nevada, Reno
169	(2%)	C) A private college or university in Nevada
1,709	(25%)	D) A university or college outside of Nevada
1,933	(28%)	E) Did not respond

25) If you plan to attend a 2-year or community college, which institution will you most likely attend? (If you do not plan to attend a community college, leave blank)

1,298	(19%)	A) Clark County Community College (Las Vegas area)
202	(3%)	B) Northern Nevada Community College (Elko, Ely area)
733	(11%)	C) Truckee Meadows Community College (Reno, Sparks area)
210	(3%)	D) Western Nevada Community College (Carson City, Fallon area)
840	(12%)	E) A community college outside of Nevada
3,611	(52%)	F) Did not respond

26) Which college entrance exams have you taken?

1,544	(22%)	A) ACT only
618	(9%)	B) SAT only
1,628	(24%)	C) Both Act and SAT
125	(2%)	D) Other entrance exams
2,191	(32%)	E) I have not taken an entrance exam
788	(11%)	F) Did not respond

27) How much do you anticipate that parents, spouse, or other relatives will contribute to the funding of your education after high school?

2,473	(36%)	A) Major source of funds
2,196	(32%)	B) Minor source of funds
1,455	(21%)	C) Not a source of funds
770	(11%)	D) Did not respond

28) How much do you anticipate that educational grants, scholarships, or loans will contribute to the funding of your education after high school?

1,778	(26%)	A) Major source of funds
2,310	(34%)	B) Minor source of funds
2,013	(29%)	C) Not a source of funds
793	(11%)	D) Did not respond

29) How much do you anticipate income from employment (work study, summer employment, employment while in school) will contribute to the funding of your education after high school?

2,387	(34%)	A) Major source of funds
2,876	(42%)	B) Minor source of funds
889	(13%)	C) Not a source of funds
742	(11%)	D) Did not respond

Questions 30 - 35 ask you to rate factors that were important in your selection of a postsecondary institution.

30) How important is the academic reputation of the institution to your selection?

2,223	(32%)	A) Very important
2,954	(43%)	B) Somewhat important
557	(8%)	C) Not important
434	(6%)	D) Did not consider
726	(11%)	E) Did not respond

31) How important is the availability of a particular program of study to your selection?

3,897	(57%)	A) Very important
1,780	(26%)	B) Somewhat important
286	(4%)	C) Not important
206	(3%)	D) Did not consider
725	(10%)	E) Did not respond

32) How important is the geographical location of the institution to your selection?

1,825	(27%)	A) Very important
2,764	(40%)	B) Somewhat important
1,313	(19%)	C) Not important
266	(4%)	D) Did not consider
726	(10%)	E) Did not respond

33) How important is the availability of financial aid or scholarships to your selection?

2,698	(39%)	A) Very important
1,894	(28%)	B) Somewhat important
1,152	(17%)	C) Not important
422	(6%)	D) Did not consider
728	(10%)	E) Did not respond

34) How important is the type of housing available to your selection?

1,559	(23%)	A) Very important
2,216	(32%)	B) Somewhat important
1,851	(27%)	C) Not important
510	(7%)	D) Did not consider
758	(11%)	E) Did not respond

35) How important is the influence of friends and family on your selection?

1,459	(21%)	A) Very important
2,611	(38%)	B) Somewhat important
1,671	(24%)	C) Not important
379	(6%)	D) Did not consider
774	(11%)	E) Did not respond

We are interested in your impressions of the University of Nevada System no matter where you plan to enroll in a postsecondary program. The schools in the University of Nevada System are the University of Nevada, Las Vegas; the University of Nevada, Reno, Clark County Community College, Northern Nevada Community College, Truckee Meadows Community College, and Western Nevada Community College. Based on your impressions of these schools, please indicate your level of agreement with the statements in 36 - 43 below.

36) I think University of Nevada System campuses have high-quality academic programs.

521	(7%)	A) Strongly agree
3,501	(51%)	B) Agree
591	(9%)	C) Disagree
166	(2%)	D) Strongly disagree
1,308	(19%)	E) Don't know
807	(12%)	F) Did not respond

37) I think the cost of attending a University of Nevada System campus is reasonable.

851	(12%)	A) Strongly agree
3,210	(46%)	B) Agree
786	(11%)	C) Disagree
258	(4%)	D) Strongly disagree
1,007	(15%)	E) Don't know
791	(12%)	F) Did not respond

38) I think University of Nevada System campuses provide sufficient financial aid for students who need assistance.

422	(6%)	A) Strongly agree
2,418	(35%)	B) Agree
845	(12%)	C) Disagree
279	(4%)	D) Strongly disagree
2,125	31%)	E) Don't know
805	(12%)	F) Did not respond

39) I think students must be above average to be admitted to the University of Nevada, Reno and the University of Nevada, Las Vegas.

361	(5%)	A) Strongly agree
1,285	(19%)	B) Agree
2,796	(41%)	C) Disagree
1,081	(16%)	D) Strongly disagree
513	(7%)	E) Don't know
858	(12%)	F) Did not respond

40) I think at least one University of Nevada System campus has a high-quality program in the subject area I plan to pursue.

1,046	(15%)	A) Strongly agree
2,662	(39%)	B) Agree
720	(10%)	C) Disagree
388	(6%)	D) Strongly disagree
1,198	(17%)	E) Don't know
880	(13%)	F) Did not respond

41) If all other factors such as cost, academic reputation, availability of program of study were equal, would you prefer to attend college in Nevada or in another state?

2,263	(33%)	A) In Nevada
2,551	(37%)	B) In another state
1,057	(15%)	C) Don't know
1,023	(15%)	D) Did not respond

42) Have you received information about a college or university in Nevada either in the mail or from a counselor or recruiter during your senior year?

4,606	(67%)	A) Yes
1,146	(17%)	B) No
211	(3%)	C) Don't know
931	(13%)	D) Did not respond

43) Where do you plan to live when you finish all your schooling?

1,485	(22%)	A) Nevada
2,223	(32%)	B) Another state
2,174	(32%)	C) Don't know
1,012	(14%)	D) Did not respond

YOU HAVE COMPLETED THE SURVEY. THANK YOU FOR YOUR HELP.

UNIVERSITY OF NEVADA SYSTEM